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SOME RECOMMENDATIONS

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REFERENCES

Gehrke, N.J.(1979) "Rituals of the hidden curriculum." in Yamamoto (ed), Children in time and space. New York: Teachers College Press.

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APPENDIX A

EXTENDED DATA TABLES

DISPLAYED LITERACY STIMULI IN SEVENTEEN ENVIRONMENTS

Room	Mcd	Own	Pro	Bro	Kbk	Krt	Krm	Krf	Dir	S/u	Com	Count	D/s	D/t	Flb	Cvr	Lgb	Uncount
K-1	9	49	19	17	14	23	44	15	7	5	0	202	5	2	8	7	9	31
K-2	3	8	1	1	4	10	9	4	0	2	3	45	6	2	2	2	6	18
K-3	8	3	12	13	12	17	12	21	6	9	0	113	7	5	7	7	7	33
K-4	5	48	26	23	10	16	19	11	11	13	1	183	8	3	7	7	8	33
F-1	8	4	3	3	7	8	10	15	2	2	2	64	5	2	5	3	4	19
F-2	5	6	11	12	12	12	15	18	5	6	0	102	6	2	6	6	6	26
F-3	7	13	7	0	13	20	20	4	5	0	0	89	5	6	5	6	5	27
F-4	4	34	5	8	17	21	12	18	8	4	3	134	3	4	5	5	7	24
S-1	6	4	7	1	10	25	16	19	24	10	0	99	6	2	7	3	7	25
M-1	11	11	13	3	9	27	16	28	1	9	0	128	2	4	5	5	5	21
M-2	5	14	17	5	23	21	29	28	2	2	0	146	6	5	10	8	11	40
M-3	2	15	4	5	8	26	26	16	4	6	0	112	3	1	4	4	6	18
M-4	4	20	21	14	9	16	18	24	6	1	0	133	3	3	5	5	5	21
M-5	9	7	26	3	8	16	9	21	4	2	1	106	4	1	6	4	5	20
M-6	6	22	10	12	21	35	22	16	5	5	3	157	9	8	8	8	9	42
M-7	17	48	18	17	24	36	24	27	2	8	2	223	8	8	10	8	9	43
M-8	1	4	27	3	9	9	4	19	10	2	4	92	5	1	5	3	5	19
Totals	110	310	227	140	210	338	305	304	79	86	19	2128	91	59	105	91	114	460

Messages-current day
Child written messages
Print related to object
Book related to object
Kinds of books
Kinds recording tools
Kinds recording material
Kinds references
Displayed directions
Sign/ups
Community lang/culture
Display space
Display tools
Funct. Labels
Bk,cover displ'd
Legible print

USE AND ACCESS DATA FOR SEVENTEEN ENVIRONMENTS

	Mcd	Cwm	Pro	Bks	Rt	Rm	Ref	Dir	S/u	Com	D/s	D/t	Flb	Lgb	Ttl Uses	# Scans	# Chldn	Acc/ Child
Rooms																		
K-1	14	4	3	52	48	35	0	2	9	0	0	2	8	14	191	27	19	.37
K-2	1	0	0	58	9	1	0	0	0	0	1	2	0	0	72	32	15	.15
K-3	4	7	13	70	30	32	12	0	5	0	0	0	0	0	173	16	22	.49
K-4	3	0	0	10	5	25	2	0	17	0	0	5	6	0	73	10	21	.35
F-1	8	2	2	26	14	62	0	0	2	0	0	0	1	1	118	32	20	.18
F-2	1	4	0	87	125	57	7	0	1	0	0	1	1	1	285	28	21	.48
F-3	7	14	4	52	140	60	0	4	0	0	0	3	2	3	289	33	22	.40
F-4	0	43	0	92	53	46	3	2	6	0	0	0	1	17	263	20	19	.69
S-1	7	2	0	75	152	95	7	5	9	0	0	5	4	0	361	31	19	.61
M-1	36	3	12	68	112	102	26	5	3	0	0	4	0	18	389	35	20	.56
M-2	1	8	2	122	203	144	7	0	1	0	0	2	0	18	508	19	39	.69
M-3	9	8	0	50	80	73	4	0	13	0	1	2	6	2	248	27	20	.46
M-4	9	7	6	69	42	41	40	0	0	0	0	3	0	2	219	33	19	.35
M-5	43	13	0	28	27	19	5	17	2	0	0	4	15	31	204	27	20	.38
M-6	7	22	27	76	89	80	1	1	3	0	0	2	2	7	317	8	32	1.24
M-7	20	28	7	45	115	103	23	4	21	0	1	1	2	0	370	13	43	.66
M-8	0	1	18	35	5	12	3	3	0	0	0	0	3	8	88	9	23	.43
Totals	170	166	94	1015	1249	987	140	43	92	0	3	36	51	122	4168			

Mcd Message current day
Cwm Child written message
Pro Print related to object
Bks Books
Rt Recording tool
Rm Recording material
Ref References
Dir Displayed directions
S/u Sign-up/sign-out
Com Community culture/language
D/s Display space
D/t Display tools
Flb Functional labels
Lgb Displayed legible print

LITERACY BEHAVIORS IN SEVENTEEN CLASSROOMS
FULL-DATA SUBJECTS ONLY (N=126)

Room	Wa	Wo	Wt	Ra	Ro	Rt	Ma	Mo	Mt	Oa	Oo	Ot	Da	Do	Dt	Sa	So	St	TaL	ToL	TL
K-1	18.25	9.75	28.00	5.63	14.38	20.00	16.13	27.63	43.75	23.63	23.38	47.00	3.13	23.88	27.00	0.00	3.00	3.00	66.75	102.00	168.75
K-2	2.00	64.00	66.00	3.55	1.35	4.90	3.35	5.95	9.30	2.00	3.45	5.45	1.05	0.85	1.90	0.00	0.00	0.00	14.80	14.80	29.60
K-3*	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
K-4	6.25	2.75	9.00	2.25	14.38	16.63	8.75	6.75	15.50	19.50	23.63	43.13	3.88	8.75	12.63	0.00	7.88	7.88	40.63	64.13	104.75
F-1	25.83	6.67	32.50	18.67	5.33	24.00	27.00	24.83	48.83	67.67	7.67	75.33	6.67	16.83	23.50	1.00	5.33	6.33	146.83	63.67	210.50
F-2	9.80	8.20	18.00	4.20	8.00	12.20	16.00	33.00	49.00	36.60	27.60	64.20	6.00	13.00	19.00	0.60	3.60	4.20	73.20	5.80	73.20
F-3	36.80	11.10	47.90	23.60	1.60	25.20	25.40	8.10	33.50	38.50	12.50	51.00	6.20	9.20	15.70	5.50	3.70	9.20	136.00	46.50	182.00
F-4	18.00	2.00	20.33	5.83	33.00	38.38	9.33	19.83	29.17	66.17	17.33	83.50	0.50	6.33	6.83	1.00	1.17	2.17	101.17	79.67	180.83
S-1	35.40	0.30	35.70	39.80	5.40	45.20	32.70	5.50	38.20	15.90	9.00	24.90	3.30	26.70	30.00	1.00	1.70	2.70	128.10	48.60	176.70
M-1	11.11	1.33	12.44	18.56	9.78	28.33	16.44	15.22	31.57	58.22	11.00	69.22	13.11	7.78	20.89	0.00	3.56	3.56	117.44	48.67	166.11
M-2	24.29	3.00	27.29	5.43	24.86	30.29	9.29	21.43	30.71	52.43	17.86	70.89	2.57	20.29	22.86	0.00	0.14	0.14	94.00	85.57	181.57
M-3	14.88	5.50	20.38	14.38	8.50	22.88	9.75	19.13	28.88	16.75	19.88	36.63	2.38	11.13	13.50	1.63	2.38	4.00	59.75	66.50	126.25
M-4	33.88	25.38	59.25	6.75	12.75	19.50	25.13	29.63	54.75	34.25	24.25	58.50	9.38	18.00	27.38	2.00	3.38	5.38	111.38	113.38	224.75
M-5	67.44	1.67	69.11	45.67	0.67	46.33	15.44	2.44	17.89	44.44	2.78	47.22	23.56	2.78	26.33	4.33	2.22	6.56	200.89	12.56	213.44
M-6	46.25	0.75	47.00	23.25	17.25	40.50	14.00	50.25	64.25	0.00	42.25	42.25	0.00	7.00	7.00	0.00	0.25	0.25	83.50	117.75	201.25
M-7	29.64	20.86	50.50	16.79	15.21	32.00	9.86	20.71	30.57	10.64	15.79	26.43	2.93	32.36	35.29	0.00	2.50	2.50	69.86	107.43	177.29
M-8	105.89	1.89	107.78	55.89	7.56	63.44	19.56	9.78	29.33	8.33	10.44	18.78	1.00	11.11	12.11	3.22	3.11	6.33	193.89	43.89	237.78

* No full-data subjects

W: writing
R: reading
M: manipulating

O: observing
D: discussing
S: scanning

a: assigned
o: optional
t: total (a+o)

STIMULUS LEVEL, ACCESS, AND PER-CHILD LITERACY BEHAVIORS
IN SEVENTEEN ENVIRONMENTS

	Stimulus Level		Access/Child		Tot.Lit.Behav.		Assigned Lit.		Optional Lit.	
	Score	Rank	Score	Rank	Per-Ch.	Rank	Per-Ch.	%ofTL	Per-Ch.	%ofTL
Room										
K-1	202	2	.37	13	168.50	11	66.75	40%	102.00	60%
K-2	45	17	.15	17	29.60	16	14.80	50%	14.80	50%
K-3 *	113	9	.49	7	-	-	-	-	-	-
K-4	183	3	.35	14	104.75	14	40.63	39%	64.13	61%
F-1	64	16	.18	16	210.50	4	146.83	70%	63.87	30%
F-2	102	12	.48	8	79.00	15	73.20	93%	5.80	7%
F-3	89	15	.40	11	182.50	6	136.00	75%	46.50	25%
F-4	134	6	.69	2	180.83	8	101.17	56%	79.67	44%
S-1	99	13	.61	5	176.70	10	128.10	72%	46.80	28%
M-1	128	8	.56	6	166.11	12	117.44	71%	48.67	29%
M-2	146	5	.69	2	181.57	7	94.00	53%	85.57	47%
M-3	112	10	.46	9	126.25	13	59.75	47%	66.50	53%
M-4	133	7	.35	14	224.75	2	111.38	50%	113.38	50%
M-5	106	11	.66	12	213.44	3	200.89	94%	12.56	6%
M-6	157	4	1.24	1	201.25	5	83.50	41%	117.25	59%
M-7	223	1	.66	4	177.29	9	69.86	39%	107.43	61%
M-8	92	14	.43	10	237.78	1	193.89	82%	43.89	18%

* no full-data subjects
% rounded percentages of total literacy

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APPENDIX B

PROCEDURAL DETAILS

STAGE I

PROJECT DIRECTIONS

Here's the way we've agreed to carry out the Survey Environment part of the project:

Some of the procedures are designed to help us study the Survey instrument to see how reliable it is. We want to know whether two independent surveyors can characterize the environment in the same way using the same instrument in the same environment. Since, by definition the arranged environment is always changing, we can only be sure the environment is the same if both people survey at the same time.

Other procedures are needed to keep the intrusion into the classroom to a minimum. For this reason, **whenever possible Wednesday afternoon is the scheduled time**, because children aren't there. If needed, the survey can be carried out after 3:30 on other weekdays, with prior arrangements at the school.

TWO PEOPLE will sketch the environment on the same day. It will be necessary decide together where the area divisions will be, so they will be using the same areas on the Survey of Displayed Literacy Environment.

THE SURVEY will be carried out on the same day by the same people. Each will work independently, without consulting each other about judgments. The scoring and summary sheets should be filled out at the end of the survey.

Please leave the survey and the sketch map in the box of Stage II materials. They will be needed for Stage II.

THE INVENTORY SCHEDULE INFORMATION that is needed for Stage II is listed on a green sheet that is also in the yellow packet. Please talk with the classroom teacher, and/or borrow a copy of the schedule, to get the information, and write it on the sheet. Please leave the Inventory Schedule Information Sheet in the box of Stage II materials.

GENERAL SCHEDULE INFORMATION

Classroom_____School_____

Day begins at _____

Morning recess from _____ to _____

Lunch from _____ to _____

Lunch recess from _____ to _____

Afternoon begins at _____

Afternoon recess from _____ to _____

Special out-of-room events that are regularly scheduled:

	Day	Time
Library	_____	_____
Music	_____	_____
P.E.	_____	_____
	_____	_____
	_____	_____

Any special events (field trips, conferences, testing, etc) that will keep children away from normal activities for half or full day?

Event_____Day/Time_____

Event_____Day/Time_____

Event_____Day/Time_____

Event_____Day/Time_____

****

STAGE II - ACCESS INVENTORY

PROJECT DIRECTIONS

In order to have a continuous record of uses of displayed literacy stimuli through the day, two people will work together in the classroom. As soon as one person has completed a scan, the other will begin a new scan. We've agreed to use the instrument in these ways:

ARRIVE before the children enter the classroom, and fill out the front page of the scan-record, using information from the Survey of Displayed Literacy Stimuli and Sketch Map. Check how many children are in the class. If there are more than 26, add an extra scan-record page to each form.

BEGIN recording as soon as the first child enters the environment, using procedures described on Inventory cover sheet. REMEMBER that you are recording uses of only the displayed literacy stimuli that were recorded on the yellow Survey record. If you notice some stimuli present that weren't there when you did the Survey, include those materials that could have been recorded if present at the time. (However, don't change the survey.)

NOTIFY your partner as soon as your scan is completed, so she can begin.

CHECK the first page of the scan, as soon as you are finished, to be sure the information about time begun, time ended, and events during the scan is clearly recorded.

WRITE the names or identification of the individual children on a new scan-record in the same order as on your previous scan. Replace identification phrases with names as soon as you are sure of them.

BEGIN a new scan as soon as your partner notifies you the previous scan is completed.

CONTINUE to record until all children have left the environment.

RESUME the scan-record as soon as the first child returns unless the group has been away more than 20 minutes.

BEGIN a new scan when the group returns after an absence of more than 20 minutes.

THE SCORE SHEET

At the end of the day, take off your shoes, and prepare the scan-records and score sheets for someone else to read. Fill in children's names where they are missing. Review each record and clarify handwriting or abbrevia-

tions you have used. Order each set of scan-records by time. Check to be sure events and times are clearly recorded (questions can usually be resolved by checking the two sets of records for time and events, since they supplement each other.) Then combine the records into one set, ordered by time.

Transfer the data from the scan-records onto the scoring sheets, ordered by time. You may find it easier to record by tally, then add numbers later. Please complete the right-hand summary on the last page also.

****

STAGE III - LOM

PROJECT DIRECTIONS

We need to:

Select Subjects and Alternates
Establish an Observation Schedule
Set up the Matrix Record Sheets for Each Subject
And, of course, observe them daily.

SELECTING SUBJECTS AND ALTERNATES: Using a Table of Random Numbers and a copy of the class list for the environment you're studying, select 10 subjects (the first 8 will be subjects and the last 2 alternates). **Record their names** on the appropriate sheet, and show the list to the classroom teacher.

Sometimes we've selected a child who is absent every week on the same day, or one who will not be in attendance at all during the observation week. If that is the case, please **select two more alternates,** using the table of random numbers.

ESTABLISHING THE OBSERVATION SCHEDULE: Using the schedule information or the teachers schedule, and your own schedules, set up a plan for observation through the week that samples as many different hours of the school day as possible. Expect each day's observation to consume between 45 minutes and 1 hour of children's in-class time. (For your own schedules anticipate unexpected interruptions to in-class time that may make your time at the school somewhat longer.) Decide who will observe during which planned time.

SET UP THE MATRIX RECORD SHEETS: Prepare a record form for each subject and alternate (10 record sheets in all.) **In the space for "Other" please write either "Subject" or "Alternate".** Any information required on the top of the form will be available from the classroom teacher if you don't already have it.

OBSERVE: Plan to observe **all 10 children** you have set up as subjects and as alternates. It's likely that one or more subjects will be absent at least one observation day, and we may be able to have 5 days of observations for one of the alternates.

ADDITIONAL SOURCES OF INFORMATION ABOUT THIS RESEARCH:

Loughlin, Catherine and Cole, Nancy. (1987) A survey of displayed literacy stimuli. In Loughlin and Martin, Supporting literacy, N.Y.: Teachers College Press.

Loughlin, Catherine and Martin, Mavis. (1987) Supporting literacy: Developing effective learning environments. New York: Teachers College Press.

Loughlin, Catherine (1987, Spring) Researching the learning environment: Finding a way in. Teaching and Learning: The Journal of Natural Inquiry. Vol I, 3.

Loughlin, Catherine and Ivener, Bonnie. (1988) Literacy behaviors of young children in high level literacy environments. Research Forum Paper presented at Association for Childhood Education International Annual Study Conference. Salt Lake City, Utah.

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The question of access is still unclear. It seems appropriate to use some measure of the uses of displayed literacy stimuli to identify access, but findings from The Inventory of Access seem too limited to distinguish environments with different qualities of access. Observations suggest possibilities that there is an interaction between access and children's high motivation for literacy which may be confusing the picture. The numerical and narrative data together suggest that the problem is in the instrumentation. Perhaps different approach to assessing use of

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REFERENCES

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Loughlin, C. and Ivener, B. (1984) Literacy content of kindergarten-primary environments and children's literate behaviors: Preliminary report. Paper presented at North Dakota Study Group on Evaluation, Racine, WI.

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K-2	3	8	1	1	4	10	9	4	0	2	3	45	6	2	2	2	6	18
K-3	8	3	12	13	12	17	12	21	6	9	0	113	7	5	7	7	7	33
K-4	5	48	26	23	10	16	19	11	11	13	1	183	8	3	7	7	8	33
F-1	8	4	3	3	7	8	10	15	2	2	2	64	5	2	5	3	4	19
F-2	5	6	11	12	12	12	15	18	5	6	0	102	6	2	6	6	6	26
F-3	7	13	7	0	13	20	20	4	5	0	0	89	5	6	5	6	5	27
F-4	4	34	5	8	17	21	12	18	8	4	3	134	3	4	5	5	7	24
S-1	6	4	7	1	10	25	16	19	24	10	0	99	6	2	7	3	7	25
M-1	11	11	13	3	9	27	16	28	1	9	0	128	2	4	5	5	5	21
M-2	5	14	17	5	23	21	29	28	2	2	0	146	6	5	10	8	11	40
M-3	2	15	4	5	8	26	26	16	4	6	0	112	3	1	4	4	6	18
M-4	4	20	21	14	9	16	18	24	6	1	0	133	3	3	5	5	5	21
M-5	9	7	26	3	8	16	9	21	4	2	1	106	4	1	6	4	5	20
M-6	6	22	10	12	21	35	22	16	5	5	3	157	9	8	8	8	9	42
M-7	17	48	18	17	24	36	24	27	2	8	2	223	8	8	10	8	9	43
M-8	1	4	27	3	9	9	4	19	10	2	4	92	5	1	5	3	5	19
Totals	110	310	227	140	210	338	305	304	79	86	19	2128	91	59	105	91	114	460

Messages-current day
Child written messages
Print related to object
Book related to object
Kinds of books
Kinds recording tools
Kinds recording material
Kinds references
Displayed directions
Sign/ups
Community lang/culture
Display space
Display tools
Funct. Labels
Bk,cover displ'd
Legible print

USE AND ACCESS DATA FOR SEVENTEEN ENVIRONMENTS

	Mcd	Cwm	Pro	Bks	Rt	Rm	Ref	Dir	S/u	Com	D/s	D/t	Flb	Lgb	Ttl Uses	# Scans	# Chldn	Acc/ Child
Rooms																		
K-1	14	4	3	52	48	35	0	2	9	0	0	2	8	14	191	27	19	.37
K-2	1	0	0	58	9	1	0	0	0	0	1	2	0	0	72	32	15	.15
K-3	4	7	13	70	30	32	12	0	5	0	0	0	0	0	173	16	22	.49
K-4	3	0	0	10	5	25	2	0	17	0	0	5	6	0	73	10	21	.35
F-1	8	2	2	26	14	62	0	0	2	0	0	0	1	1	118	32	20	.18
F-2	1	4	0	87	125	57	7	0	1	0	0	1	1	1	285	28	21	.48
F-3	7	14	4	52	140	60	0	4	0	0	0	3	2	3	289	33	22	.40
F-4	0	43	0	92	53	46	3	2	6	0	0	0	1	17	263	20	19	.69
S-1	7	2	0	75	152	95	7	5	9	0	0	5	4	0	361	31	19	.61
M-1	36	3	12	68	112	102	26	5	3	0	0	4	0	18	389	35	20	.56
M-2	1	8	2	122	203	144	7	0	1	0	0	2	0	18	508	19	39	.69
M-3	9	8	0	50	80	73	4	0	13	0	1	2	6	2	248	27	20	.46
M-4	9	7	6	69	42	41	40	0	0	0	0	3	0	2	219	33	19	.35
M-5	43	13	0	28	27	19	5	17	2	0	0	4	15	31	204	27	20	.38
M-6	7	22	27	76	89	80	1	1	3	0	0	2	2	7	317	8	32	1.24
M-7	20	28	7	45	115	103	23	4	21	0	1	1	2	0	370	13	43	.66
M-8	0	1	18	35	5	12	3	3	0	0	0	0	3	8	88	9	23	.43
Totals	170	166	94	1015	1249	987	140	43	92	0	3	36	51	122	4168			

Mcd = Message current day
Cwm = Child written message
Pro = Print related to object
Bks = Books
Rt = Recording tool
Rm = Recording material
Ref = References
Dir = Displayed directions
S/u = Sign-up/sign-out
Com = Community culture/language
D/s = Display space
D/t = Display tools
Flb = Functional labels
Lgb = Displayed legible print

LITERACY BEHAVIORS IN SEVENTEEN CLASSROOMS
FULL-DATA SUBJECTS ONLY (N=126)

Room	Wa	Wo	Wt	Ra	Ro	Rt	Ma	Mo	Mt	Oa	Oo	Ot	Da	Do	Dt	Sa	So	St	TaL	ToL	TL
K-1	18.25	9.75	28.00	5.63	14.38	20.00	16.13	27.63	43.75	23.63	23.38	47.00	3.13	23.88	27.00	0.00	3.00	3.00	66.75	102.00	168.75
K-2	2.00	64.00	66.00	3.55	1.35	4.90	3.35	5.95	9.30	2.00	3.45	5.45	1.05	0.85	1.90	0.00	0.00	0.00	14.80	14.80	29.60
K-3*	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
K-4	6.25	2.75	9.00	2.25	14.38	16.63	8.75	6.75	15.50	19.50	23.63	43.13	3.88	8.75	12.63	0.00	7.88	7.88	40.63	64.13	104.75
F-1	25.83	6.67	32.50	18.67	5.33	24.00	27.00	24.83	48.83	67.67	7.67	75.33	6.67	16.83	23.50	1.00	5.33	6.33	146.83	63.67	210.50
F-2	9.80	8.20	18.00	4.20	8.00	12.20	16.00	33.00	49.00	36.60	27.60	64.20	6.00	13.00	19.00	0.60	3.60	4.20	73.20	5.80	73.20
F-3	36.80	11.10	47.90	23.60	1.60	25.20	25.40	8.10	33.50	38.50	12.50	51.00	6.20	9.20	15.70	5.50	3.70	9.20	136.00	46.50	182.00
F-4	18.00	2.00	20.33	5.83	33.00	38.38	9.33	19.83	29.17	66.17	17.33	83.50	0.50	6.33	6.83	1.00	1.17	2.17	101.17	79.67	180.83
S-1	35.40	0.30	35.70	39.80	5.40	45.20	32.70	5.50	38.20	15.90	9.00	24.90	3.30	26.70	30.00	1.00	1.70	2.70	128.10	48.60	176.70
M-1	11.11	1.33	12.44	18.56	9.78	28.33	16.44	15.22	31.57	58.22	11.00	69.22	13.11	7.78	20.89	0.00	3.56	3.56	117.44	48.67	166.11
M-2	24.29	3.00	27.29	5.43	24.86	30.29	9.29	21.43	30.71	52.43	17.86	70.89	2.57	20.29	22.86	0.00	0.14	0.14	94.00	85.57	181.57
M-3	14.88	5.50	20.38	14.38	8.50	22.88	9.75	19.13	28.88	16.75	19.88	36.63	2.38	11.13	13.50	1.63	2.38	4.00	59.75	66.50	126.25
M-4	33.88	25.38	59.25	6.75	12.75	19.50	25.13	29.63	54.75	34.25	24.25	58.50	9.38	18.00	27.38	2.00	3.38	5.38	111.38	113.38	224.75
M-5	67.44	1.67	69.11	45.67	0.67	46.33	15.44	2.44	17.89	44.44	2.78	47.22	23.56	2.78	26.33	4.33	2.22	6.56	200.89	12.56	213.44
M-6	46.25	0.75	47.00	23.25	17.25	40.50	14.00	50.25	64.25	0.00	42.25	42.25	0.00	7.00	7.00	0.00	0.25	0.25	83.50	117.75	201.25
M-7	29.64	20.86	50.50	16.79	15.21	32.00	9.86	20.71	30.57	10.64	15.79	26.43	2.93	32.36	35.29	0.00	2.50	2.50	69.86	107.43	177.29
M-8	105.89	1.89	107.78	55.89	7.56	63.44	19.56	9.78	29.33	8.33	10.44	18.78	1.00	11.11	12.11	3.22	3.11	6.33	193.89	43.89	237.78

* No full-data subjects

W: writing
R: reading
M: manipulating
O: observing
D: discussing
S: scanning
a: assigned
o: optional
t: total (a+o)

STIMULUS LEVEL, ACCESS, AND PER-CHILD LITERACY BEHAVIORS
IN SEVENTEEN ENVIRONMENTS

	Stimulus Level		Access/Child		Tot.Lit.Behav.		Assigned Lit.		Optional Lit.	
	Score	Rank	Score	Rank	Per-Ch.	Rank	Per-Ch.	%ofTL	Per-Ch.	%ofTL
Room										
K-1	202	2	.37	13	168.50	11	66.75	40%	102.00	60%
K-2	45	17	.15	17	29.60	16	14.80	50%	14.80	50%
K-3 *	113	9	.49	7	-	-	-	-	-	-
K-4	183	3	.35	14	104.75	14	40.63	39%	64.13	61%
F-1	64	16	.18	16	210.50	4	146.83	70%	63.87	30%
F-2	102	12	.48	8	79.00	15	73.20	93%	5.80	7%
F-3	89	15	.40	11	182.50	6	136.00	75%	46.50	25%
F-4	134	6	.69	2	180.83	8	101.17	56%	79.67	44%
S-1	99	13	.61	5	176.70	10	128.10	72%	46.80	28%
M-1	128	8	.56	6	166.11	12	117.44	71%	48.67	29%
M-2	146	5	.69	2	181.57	7	94.00	53%	85.57	47%
M-3	112	10	.46	9	126.25	13	59.75	47%	66.50	53%
M-4	133	7	.35	14	224.75	2	111.38	50%	113.38	50%
M-5	106	11	.66	12	213.44	3	200.89	94%	12.56	6%
M-6	157	4	1.24	1	201.25	5	83.50	41%	117.25	59%
M-7	223	1	.66	4	177.29	9	69.86	39%	107.43	61%
M-8	92	14	.43	10	237.78	1	193.89	82%	43.89	18%

* no full-data subjects
% rounded percentages of total literacy

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APPENDIX B

PROCEDURAL DETAILS

STAGE I

PROJECT DIRECTIONS

Here's the way we've agreed to carry out the Survey Environment part of the project:

Some of the procedures are designed to help us study the Survey instrument to see how reliable it is. We want to know whether two independent surveyors can characterize the environment in the same way using the same instrument in the same environment. Since, by definition the arranged environment is always changing, we can only be sure the environment is the same if both people survey at the same time.

Other procedures are needed to keep the intrusion into the classroom to a minimum. For this reason, **whenever possible Wednesday afternoon is the scheduled time**, because children aren't there. If needed, the survey can be carried out after 3:30 on other weekdays, with prior arrangements at the school.

TWO PEOPLE will sketch the environment on the same day. It will be necessary decide together where the area divisions will be, so they will be using the same areas on the Survey of Displayed Literacy Environment.

THE SURVEY will be carried out on the same day by the same people. Each will work independently, without consulting each other about judgments. The scoring and summary sheets should be filled out at the end of the survey.

Please leave the survey and the sketch map in the box of Stage II materials. They will be needed for Stage II.

THE INVENTORY SCHEDULE INFORMATION that is needed for Stage II is listed on a green sheet that is also in the yellow packet. Please talk with the classroom teacher, and/or borrow a copy of the schedule, to get the information, and write it on the sheet. Please leave the Inventory Schedule Information Sheet in the box of Stage II materials.

GENERAL SCHEDULE INFORMATION

Classroom_____School_____

Day begins at _____

Morning recess from _____ to _____

Lunch from _____ to _____

Lunch recess from _____ to _____

Afternoon begins at _____

Afternoon recess from _____ to _____

Special out-of-room events that are regularly scheduled:

	Day	Time
Library	_____	_____
Music	_____	_____
P.E.	_____	_____
	_____	_____
	_____	_____

Any special events (field trips, conferences, testing, etc) that will keep children away from normal activities for half or full day?

Event_____Day/Time_____

Event_____Day/Time_____

Event_____Day/Time_____

Event_____Day/Time_____

****

STAGE II - ACCESS INVENTORY

PROJECT DIRECTIONS

In order to have a continuous record of uses of displayed literacy stimuli through the day, **two people** will work together in the classroom. As soon as one person has completed a scan, the other will begin a new scan. We've agreed to use the instrument in these ways:

ARRIVE before the children enter the classroom, and fill out the front page of the scan-record, using information from the Survey of Displayed Literacy Stimuli and Sketch Map. Check how many children are in the class. If there are more than 26, add an extra scan-record page to each form.

BEGIN recording as soon as the first child enters the environment, using procedures described on Inventory cover sheet. **REMEMBER that you are recording uses of only the displayed literacy stimuli that were recorded on the yellow Survey record**. If you notice some stimuli present that weren't there when you did the Survey, include those materials that could have been recorded if present at the time. (However, don't change the survey.)

NOTIFY your partner as soon as your scan is completed, so she can begin.

CHECK the first page of the scan, as soon as you are finished, to **be sure the information about time begun, time ended, and events** during the scan is clearly recorded.

WRITE the names or identification of the individual children on a new scan-record **in the same order as on your previous scan.** Replace identification phrases with names as soon as you are sure of them.

BEGIN a new scan as soon as your partner notifies you the previous scan is completed.

CONTINUE to record until all children have left the environment.

RESUME the scan-record as soon as the first child returns **unless the group has been away more than 20 minutes.**

BEGIN a new scan when the group returns after an absence of more than 20 minutes.

THE SCORE SHEET

At the end of the day, take off your shoes, and prepare the scan-records and score sheets for someone else to read. Fill in children's names where they are missing. Review each record and clarify handwriting or abbrevia-

tions you have used. Order each set of scan-records by time. Check to be sure events and times are clearly recorded (questions can usually be resolved by checking the two sets of records for time and events, since they supplement each other.) Then combine the records into one set, ordered by time.

Transfer the data from the scan-records onto the scoring sheets, ordered by time. You may find it easier to record by tally, then add numbers later. Please complete the right-hand summary on the last page also.

****

STAGE III - LOM

PROJECT DIRECTIONS

We need to:

Select Subjects and Alternates
Establish an Observation Schedule
Set up the Matrix Record Sheets for Each Subject
And, of course, observe them daily.

SELECTING SUBJECTS AND ALTERNATES: Using a Table of Random Numbers and a copy of the class list for the environment you're studying, select 10 subjects (the first 8 will be subjects and the last 2 alternates). **Record their names** on the appropriate sheet, and show the list to the classroom teacher.

Sometimes we've selected a child who is absent every week on the same day, or one who will not be in attendance at all during the observation week. If that is the case, please **select two more alternates,** using the table of random numbers.

ESTABLISHING THE OBSERVATION SCHEDULE: Using the schedule information or the teachers schedule, and your own schedules, set up a plan for observation through the week that samples as many different hours of the school day as possible. Expect each day's observation to consume between 45 minutes and 1 hour of children's in-class time. (For your own schedules anticipate unexpected interruptions to in-class time that may make your time at the school somewhat longer.) Decide who will observe during which planned time.

SET UP THE MATRIX RECORD SHEETS: Prepare a record form for each subject and alternate (10 record sheets in all.) **In the space for "Other" please write either "Subject" or "Alternate".** Any information required on the top of the form will be available from the classroom teacher if you don't already have it.

OBSERVE: Plan to observe **all 10 children** you have set up as subjects and as alternates. It's likely that one or more subjects will be absent at least one observation day, and we may be able to have 5 days of observations for one of the alternates.

ADDITIONAL SOURCES OF INFORMATION ABOUT THIS RESEARCH:

Loughlin, Catherine and Cole, Nancy. (1987) A survey of displayed literacy stimuli. In Loughlin and Martin, Supporting literacy, N.Y.: Teachers College Press.

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Loughlin, Catherine (1987, Spring) Researching the learning environment: Finding a way in. Teaching and Learning: The Journal of Natural Inquiry. Vol I, 3.

Loughlin, Catherine and Ivener, Bonnie. (1988) Literacy behaviors of young children in high level literacy environments. Research Forum Paper presented at Association for Childhood Education International Annual Study Conference. Salt Lake City, Utah.

Loughlin, Catherine (1989,Spring) Inside the literacy environment. Teaching and Learning: The Journal of Natural Inquiry. Vol.3, No. 3.